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The fifth in a series of teacher education units emphasizes the specific problems of teaching disadvantaged students. Discussed are research and its relationship to classroom teachers, the need for research about pupils, the teacher-pupil relationship, and the instructional program. One section of the document is devoted to ways in which teachers can gain knowledge and understanding of disadvantaged students. Suggested methods are reading, inservice courses, and observation in the classroom and in the community. A summary, questions for discussion, and a bibliography are included. For other units in this series see UD 005 366, UD 005 367, UD 006 843, UD 007 191, UD 006 841, and UD 005 472. (NH)

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Unit Five
February 1, 1967

SRA

Teaching Culturally Disadvantaged Pupils

Teaching the Culturally Disadvantaged Pupil–Part I

UD 006 842

ONE-YEAR

SCHOOLWIDE PROJECT

GRADES K-12

By Kenneth R. Johnson

10-4005

Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60

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TEACHING CULTURALLY DISADVANTAGED PUPILS

(Grades K-12)

by

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UNIT V: Teaching the Culturally Disadvantaged Student--Part I

(February 1, 1967)

Fifth of Eight-Unit Series Appearing First of Each Month
From October 1, 1966, Through May 1, 1967

UD 006 842

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PREFACE

One of the foremost challenges in American education today is that of educating the culturally disadvantaged pupils. To help them achieve in school, it is necessary for educators to understand them and their problems. This SRA extension service, Teaching Culturally Disadvantaged Pupils, for grades K to 12, is specifically designed to help teachers understand the culturally disadvantaged, to offer suggestions and techniques for teaching the culturally disadvantaged, to stimulate thought and promote discussion among teachers of the culturally disadvantaged, and to serve as a guide to the really valuable writing and research on the problem. For several years, SRA extension services have been used by thousands of educators as a framework and background resources for monthly in-service meetings, emphasizing study of problems related to classroom teaching.

This series, Teaching Culturally Disadvantaged Pupils, is being offered for the first time in 1966-67. Each monthly unit deals in a concise, nontechnical manner with one phase of the subject. While this extension service is primarily designed for use in in-service education meetings, its comprehensive coverage and many practical suggestions for regular classroom teaching can also be valuable for private study by individual educators.

The following units are included in this series for 1966-67:

UNIT ONE: The Culturally Disadvantaged Pupil--Part I (October)
UNIT TWO: The Culturally Disadvantaged Pupil--Part II (November)
UNIT THREE: The Culturally Disadvantaged Negro Student (December)
UNIT FOUR: Other Culturally Disadvantaged Groups (January)
UNIT FIVE: Teaching the Culturally Disadvantaged Student--Part I (February)
UNIT SIX: Teaching the Culturally Disadvantaged Student--Part II (March)
UNIT SEVEN: Improving Language Skills of the Culturally Disadvantaged (April)
UNIT EIGHT: Improving the Reading and Writing Skills of Culturally Disadvantaged Students (May)

The author of this series is Mr. Kenneth R. Johnson, Consultant, Division of Secondary Education, Los Angeles City School Districts, Los Angeles, California. For the past year he has specialized in the problem of educating the culturally disadvantaged, particularly the problems of teaching language and reading. He has conducted numerous institutes and lectures on the disadvantaged student at teacher workshops, conferences, and the colleges and universities in the Los Angeles area.

Born in a disadvantaged area of Chicago, the author worked in the post office for five years and served two years in the army before attending college at Wilson Junior College, Chicago Teachers College, and the University of Chicago (B.A., M.A.). He has done graduate work at San Jose State

College, and is currently enrolled in the doctoral program at the University of Southern California. All of his teaching experience has been in schools that had culturally disadvantaged populations.

We urge the school administrator or other educator receiving this extension service on Teaching Culturally Disadvantaged Pupils to assign to some one interested and competent person or committee in your school the responsibility for making the best use of each unit.

The booklets in this extension service will arrive about the first of each month, October through May. This issue contains Unit Five. We hope it will provide valuable help and practical information to those involved in education.

Dorothy Ericson
Project Editor

Paul T. Kosiak, Director
SRA Educational Services

February 1967

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UNIT FIVE: TEACHING THE CULTURALLY DISADVANTAGED STUDENT--PART I

PART I: INTRODUCTION

Significance of Differences Between Culturally Disadvantaged Pupils

At the end of the section in Unit Two on the general characteristics of culturally disadvantaged pupils it was stated that ". . . disadvantaged pupils are more like all other pupils than they are different. The tragedy is that there are differences, and these differences are educationally significant." This statement is still valid, in spite of the emphasis Units Three and Four placed on the ethnic differences and other differences of culturally disadvantaged pupils. The important part of the statement is, "these differences are educationally significant." Furthermore, the ethnic differences of culturally disadvantaged pupils amplify the significance of differences. That is, not only is deprivation educationally significant, but the peculiar ethnic background of disadvantaged pupils must be considered when planning instructional programs for them.

The discussion in Units Two and Three of the main ethnic groups that make up the bulk of the disadvantaged population suggests that each group must be uniquely dealt with in any area of the instructional program. For example, disadvantaged pupils from each of the ethnic groups discussed have different problems and needs in language; pupils with different ethnic, or cultural, backgrounds respond to different discipline procedures; each ethnic background provides unique experiences that can be used constructively as take-off points for learning; each ethnic background may cause unique problems that may inhibit learning. The point is, to be effective teachers must be aware of all the variables caused by ethnic background. Just being aware of the pupils' deprivation is to understand only partly the problem of educating them.

Educators have just recently, in fact, achieved a greater understanding of deprivation and the special considerations it implies when teaching disadvantaged pupils. In the past, pupils who did not achieve in school because of the limitations of cultural background were treated as slow learners. Culturally disadvantaged pupils were dealt with as if their learning difficulties were the result of limited innate mental capacity.

This viewpoint has been reflected in the kinds of textbooks and materials produced for culturally disadvantaged pupils--textbooks and materials for them were identical to those produced for slow learners (the new

"integrated textbooks" being produced is one indication of publishers' awareness of cultural factors that limit learning). Those who are interested in educating disadvantaged pupils recognize that one who does not achieve may or may not be a slow learner according to the traditional definition of the term. If the culturally disadvantaged pupil is also a slow learner, his problems are compounded. Now, however, the effects of cultural deprivation and ethnic background on achievement have been recognized, and educators are attempting to deal with the special problems deprivation imposes on learning. This is the reason Units Three and Four focused on particular ethnic groups.

Culture Shock

The term "culture shock" (or "culture clash") has been used to describe the conflict that occurs when teachers and pupils fail to work together because of cultural and/or social-class differences. Sometimes culture shock is the result of teachers realizing that disadvantaged students don't share the same attitudes toward education, or the same value system, or the same goals as their teachers; sometimes the shock is the result of teacher-pupil conflicts that can grow out of any classroom situation, except that these conflicts are intensified because of culture and/or social-class differences; sometimes the shock is created out of the frustrations teachers experience in trying to solve the massive problems within the limited context of the educational process. Or, culture shock may occur as a result of all or any combination of these causes. Culture shock is the result of teachers and pupils marching to different drummers.

The immaturity of the pupils and the handicaps caused by their deprivation relieves them of the responsibility of preventing culture shock. This responsibility is the classroom teacher's, and it can only be accepted after the teacher acquires an understanding of culturally disadvantaged pupils. The first four units should have helped teachers acquire the understanding needed to work effectively with disadvantaged pupils.

Emphasis of Following Units

Up to this point, the common elements of deprivation and the uncommon elements of deprivation stemming from ethnic background have been emphasized. In the units that follow, the emphasis will shift from understanding disadvantaged pupils to working with disadvantaged pupils. In other words, the emphasis will shift to the application of understanding to specific problems of teaching culturally disadvantaged pupils. This unit is a transition from acquiring understanding to applying understanding. In this unit the following topics are discussed: identifying culturally disadvantaged pupils; getting to know culturally disadvantaged pupils; and research needed on culturally disadvantaged pupils.

Curriculum Limitations

The limitations of the school curriculum in helping many disadvantaged pupils make substantial progress must be pointed out again. The inability of the schools to meet the basic needs of culturally disadvantaged pupils is one great limiting factor; the other one, of course, is the backgrounds of disadvantaged pupils, their lack of experiences that facilitate learning. These two factors are inseparable.

The recognition of the importance of satisfying basic needs points out the validity of the first part of the statement quoted at the beginning of this section, ". . . disadvantaged pupils are more like all other pupils than they are different." Disadvantaged pupils are more like all other pupils because they have the same basic needs--they have the same basic physical needs, the same basic emotional needs, and the same basic psychological needs. The satisfaction of their basic needs is frustrated by cultural deprivation.

The school is the primary agency of society to compensate for deprivation--the denial of basic needs--that these children suffer. To be successful in helping disadvantaged pupils, the school has to recognize what it can and what it cannot do--what is possible. The suggestions in this and the following units for working with culturally disadvantaged pupils are possible ways of helping these children achieve and, through achievement, break the shackles of deprivation.

PART II: RESEARCH AND THE EDUCATION OF CULTURALLY DISADVANTAGED PUPILS

The Importance of Research

The rapidly expanding field of research on the problems of educating culturally disadvantaged pupils is, potentially, the most valuable source to help teachers understand these pupils. It is a potential source because there are so many questions that have not, as yet, been answered. Research, however, promises to be the route for answering many of these questions. There are many other avenues to understanding that are open to teachers--for example, observation, experience, information, and insights provided by other teachers--ultimately, research must provide the kinds of understandings that can't be acquired through normal classroom operations. The final answer to the question, "How can culturally disadvantaged pupils be educated?" will have to come from research. The reasons for this are obvious. The complexity of many vital questions require the kind of intensive focus of the research process to uncover hidden answers. Classroom teachers usually don't have the resources--training, facilities, school organization, and time--to conduct the needed research. Secondly, the primary function of the school is education, not research.

This does not mean that classroom teachers or the schools are not involved in the research process--they have to be. Teachers have to raise many of the questions that must be answered, teachers have to hypothesize, and they have to suggest means to test their hypotheses. Also, schools have to cooperate closely with researchers to uncover the answers to vital questions This has not always been true in the past, because schools have been so involved in just the education process; perhaps, schools have feared that the results of research would reveal them lacking in many areas. The urgency of the problem of educating culturally disadvantaged pupils must involve schools in research and preempt the perpetuation of hiding the shortcomings of schools, if this is the case.

As research in the area of educating culturally disadvantaged pupils increases, it is important and desirable that more and more teachers become actively involved in conducting research. The supporting role of asking questions, hypothesizing, and suggesting means to test the hypotheses has been pointed out. But there is a need for classroom teachers to become actively involved in conducting research. Perhaps answers to vital questions can be found easier if classroom teachers actually conduct research--assuredly, the effectiveness of teaching will be increased. Again, the cooperation of school districts is needed: school districts must be more willing than they have been in the past to permit--even encourage--classroom teachers to become actively involved in the research process.

In the meantime, it is important for teachers to keep abreast of significant research in spite of limited time, planning lessons, marking papers, and the inevitable fatigue resulting from teaching culturally disadvantaged pupils. Teachers must find time to read some of the valuable reports of research. Classroom teachers can't dodge the responsibility of translating findings of research into effective application in teaching culturally disadvantaged pupils.

Other than the broad and obvious function of research to increase understanding and to answer general questions about culturally disadvantaged pupils, there are some specific functions of research. For example, research can give direction to teaching. It can point out effective approaches and methods to use in teaching culturally disadvantaged pupils; it can indicate means of motivating these students; it can tell what kinds of programs that should be started (or stopped); it can establish the framework for the kinds of materials needed to help culturally disadvantaged pupils learn. In short, research can be one of the most valuable tools that teachers of culturally disadvantaged pupils have.

Some Important Questions for Research

Research is now providing needed answers to many vital questions. In Unit One it was pointed out that not much research in the area of educating culturally disadvantaged pupils was conducted prior to 1960. Since that time, however, the acceleration of research in this area has been phenomenal. This acceleration has been spurred on by the demands of educators, the increasing numbers of culturally disadvantaged pupils, the need to release the latent talents of the disadvantaged, the concern of Americans and their government for the plight of the disadvantaged, and the seriousness of the problems created by our growing disadvantaged population (the civil rights movement, the transition to automation, the decay of our great cities, etc.). The amount of research has reached such a proportion that it is continually being divided and subdivided into specific areas. These divisions are an index of the amount of research. Yeshiva University in New York City established a kind of repository and dissemination center for significant research and writing on educating culturally disadvantaged pupils. This center publishes a bimonthly newsletter covering one area of educating the disadvantaged, and the newsletter includes a bibliography of significant literature on the area covered. The center also provides (for a small fee) abstracts of significant research and writing on educating culturally disadvantaged pupils. Yeshiva University is providing valuable services to all those interested in the disadvantaged.

Much of the research of culturally disadvantaged pupils has been descriptive (identifying and listing the characteristics of these pupils) and a great deal of it has been assessment (contrasting these pupils with other pupils). This research was sorely needed and it has been extremely valuable; there is a need, however, for the emphasis of research to shift from describing and assessing to answering more fundamental questions on educating

culturally disadvantaged pupils. Some of these more fundamental questions are listed at the end of this section. There are positive indications that this shift of emphasis has occurred.

Some schools, in spite of their limitations and resources for conducting research, have investigated the problems of educating culturally disadvantaged pupils (instead of just reacting to the problems). Most of the research conducted by schools should be termed innovative programs, action programs, or experimental programs based on hunches of teachers and "classroom pragmatism" rather than basic research. These efforts by schools, however, have yielded some of the most valuable information on educating culturally disadvantaged pupils. There is a great need for controlled research to test many of these programs, however.

Even though research has been accelerated, there are still a great many significant questions on educating culturally disadvantaged pupils that must be answered. These questions can be grouped under three broad headings: those that refer to pupils; those that refer to the teacher-pupil relationship; and those that refer to the instructional program (including methods, materials, content, organization). Some of these significant questions yet to be answered are listed below.

Pupils

Do culturally disadvantaged pupils really have a particular learning style?

In Unit Two the learning style of culturally disadvantaged pupils was described; this description summarized the ways and the conditions that seem to facilitate learning. More research is needed, however, to firmly establish if this learning style is, indeed, a true description; and, if it is true, how can this learning style be changed to a more mature and efficient learning style. Put another way, more research is needed to determine whether or not the learning style of culturally disadvantaged pupils is irreversible (assuming that the description is accurate).

Why is it that some culturally disadvantaged pupils do well in school, while others do poorly?

More research is needed to determine why pupils with similar backgrounds show such a wide range in achievement (assuming, of course, that innate mental capacity is the same). One of the puzzling questions about educating culturally disadvantaged pupils is why some pupils overcome their handicap, achieve in school, and make it into the dominant culture. If the specific factors that help them accomplish this can be identified, perhaps these factors can be taught to other disadvantaged pupils. In other words, maybe culturally disadvantaged pupils can be guided through a program that leads them out of cultural deprivation and into the dominant culture; or, if the salient factors of nonachievement caused by an impoverished cultural background can be identified, perhaps the school can better compensate for the absence of these salient factors.

How do cognitive skills develop in culturally disadvantaged pupils?

Some research on the debilitating effect of cultural deprivation has already been conducted. Further research is needed to determine exactly how cognitive skills of culturally disadvantaged pupils are impaired, and if this impairment is irreversible. The research in this area will involve finding out just how cognitive skills develop; perhaps a more extensive headstart program based on this research can be designed to help culturally disadvantaged pupils develop the cognitive skills necessary for academic success. Additional research is needed to establish the relationship between nonstandard language skills and cognition. That is, does nonstandard language significantly handicap cognition to negatively affect achievement? In summary, more research is needed to determine if culturally disadvantaged pupils can perform such cognitive skills as: summarizing, generalizing, hypothesizing, classifying, defining, symbolizing, relating, modifying, etc. Because of the interrelationship between cognition and language, research on cognition and language must be coordinated.

What are the effects of slum living on culturally disadvantaged pupils?

It is obvious that a slum environment is detrimental to the development of culturally disadvantaged pupils and that it has a limiting influence on school achievement. Many studies have pointed out the debilitating influences from the negative environment of slums. More studies are needed, however, to pinpoint the effects of slum living on cognitive development: the specific experiential lacks resulting from slum living; the effects of crowded living conditions on social adjustment, learning, and school achievement; and the effects of a noisy home environment on the listening ability of culturally disadvantaged pupils. It is doubtful whether slum conditions can be eliminated in the near future. The numbers of disadvantaged pupils growing up in slums is likely to remain high for a long time. Therefore, educators must use the slum environment as an experiential foundation on which to begin learning. Research on the effects of slum living can give direction to educators on how to plan activities and programs, devise methods and materials, to do this. In other words, this kind of research can, perhaps, indicate how even a slum environment can provide positive aspects to reinforce the efforts of the school. Research in this area can reveal how schools can change the curriculum to use a negative environment to produce positive changes in pupils. Presently, the school curriculum is based on the expectations of a middle-class environment--surely, the slum environment provides culturally disadvantaged pupils with something on which the school can build.

How can the self-concept of culturally disadvantaged pupils be raised?

In a previous unit, it was stated that self-concept has a great influence on learning, and the effects of a poor self-concept on achievement were discussed. More research is needed to determine specific ways teachers can build a positive self-concept in culturally disadvantaged pupils. Some of the assumed ways for building a positive self-concept in culturally disadvantaged

pupils were listed in Unit Two--but are these really effective? Does the study of successful individuals with whom disadvantaged pupils can identify really raise self-concept? Does a study of the Negro's role in American history, for example, raise the self-concept of culturally disadvantaged Negro pupils? Does holding a friendly personal conversation with disadvantaged pupils help to improve their attitudes toward themselves? The fact is, educators <u>really</u> don't know, although these suggestions seem to be effective ways for improving self-concept. What is needed is research to point out ways in which the self-concept of disadvantaged pupils can be raised. Further, the curriculum needs to include a sequential program from kindergarten through high school on improving the self-concept of disadvantaged pupils. Perhaps this kind of sequential program is just as important for disadvantaged pupils as a sequential program in language arts, mathematics, social studies, or any other subject area. It is an incredible tragedy for individuals to hate themselves.

<u>What is the relationship between the attitude on education of disadvantaged parents and the achievement of disadvantaged pupils?</u>

It is axiomatic among educators that a positive attitude toward education increases the chances for success of pupils. Although many disadvantaged parents have a positive attitude toward education, too many do not. This indicates that ways must be found to influence parents' attitudes toward education. In addition, ways must be found to involve disadvantaged parents in the activities of the school. The traditional approach has been to try to get disadvantaged parents involved in PTA activities, but this approach has not been successful. In schools having large numbers of disadvantaged pupils the PTA has often been only a small ineffective organization composed of those parents who are upward mobile. Therefore, it seems that approaches for involving parents must be those that appeal to disadvantaged parents. This means that approaches must be based on <u>their</u> cultural background, rather than a middle-class background. (The failure of the PTA with disadvantaged parents will be discussed in greater detail below.) On the other hand, some disadvantaged pupils do achieve in school even though their parents have a negative attitude or, in many cases, a neutral attitude toward education. This indicates that, perhaps, research in this area might concentrate on how to help disadvantaged pupils achieve in school regardless of the attitude toward education their parents have. The task of educating disadvantaged pupils is difficult enough; the task of educating their parents, also, might be too much for the schools to handle. Specifically, the following question must be answered: Does the parental attitude, by itself, really affect the achievement of disadvantaged pupils, or is a positive attitude toward education one manifestation of a particular kind of family environment or life style consisting of more significant factors all bound up as one set of conditions that facilitate learning?

Teachers

What kind of teacher is effective with culturally disadvantaged pupils?

Some teachers work better with younger pupils than with older pupils; some teachers work better with slower learning pupils than with brighter pupils; and some teachers work better with culturally disadvantaged pupils than with advantaged pupils. Many of these teachers have acquired the ability to work effectively with culturally disadvantaged pupils through training and/or experience. Some teachers just seem "naturally" to work better with culturally disadvantaged pupils--this hints at the old question of whether good teachers are "born or made." Both are probably true: Some people do seem to be innately endowed with particular abilities that fit the demands of teaching disadvantaged pupils, while others seem to acquire the necessary abilities. But all teachers have to acquire an understanding of certain things relevant to teaching: an understanding of the learning process; knowing the content to be taught; and organizing and presenting the content to the learner. These are the "tools" of teaching, and understanding these tools is the science of teaching. The unique ways in which teachers apply these tools is the art of teaching, and some teachers do seem to have been born with this art. Perhaps the art of teaching can't be taught, as some have argued; but the science of teaching--specifically, the science of teaching disadvantaged pupils--can be taught. The job for research is to identify exactly what it is that effective teachers of culturally disadvantaged children have acquired. Specifically, research can identify, perhaps, some of the factors that make these teachers successful. The results of this kind of research could lead to better programs for training teachers of culturally disadvantaged pupils.

Interest in disadvantaged pupils and dedication to helping them toward improvement is also necessary to produce success. Even without the direction from research, many of the tools of success can be learned from effective teachers of disadvantaged children. Many of the really valuable methods, techniques, and approaches for teaching are acquired through casual observation and friendly discussion. This kind of informal training occurs every day in schools. Maybe teachers should be given time during the busy school week to sit down with those teachers who are markedly successful with disadvantaged children and discuss ways to upgrade the efforts of <u>all</u> the teachers in the school. What is suggested here is that schools set up in-service training led by faculty members who are especially successful teachers of disadvantaged pupils.

The question of what kind of teacher is effective with culturally disadvantaged pupils suggests two other questions. They are: Do teachers who come from a disadvantaged background work especially well with culturally disadvantaged children? And, do teachers who share the same ethnic background as their pupils have a kind of "built-in" potential for effectiveness? On the surface, it would seem that teachers who share the cultural and/or ethnic background of pupils may understand the problems and needs of the pupils better than teachers outside the group. Also, teachers who share the background

of the pupils are not likely to draw the suspicious attitudes that disadvantaged pupils and their parents often have toward teachers. For example, Negro teachers cannot be accused of being racially prejudiced toward Negro pupils--this accusation is often made by Negro parents whenever difficulty occurs between their children and a Caucasian teacher, and the accusation too often becomes a bigger problem than the original one. Mexican-American or Puerto Rican teachers who speak Spanish have an obvious advantage in dealing with children and parents from these groups. One study found that the attitudes of Negro teachers toward Negro pupils was decidely more positive than the attitudes of Caucasian teachers toward Negro pupils (perhaps the same kind of study would reveal similar results if it was repeated with teachers from other minority ethnic groups matched with the same kinds of pupils as themselves).[1] There are a number of interpretations that can be given to the results of this study: maybe the Caucasian teachers were able to be more objective than the Negro teachers; or maybe the Negro teachers inflated their responses to raise their own self-images, because of their strong identification with the pupils. In any case, the more positive attitude of the Negro teachers undoubtedly was translated to the pupils, and the necessity of positive attitude of teachers toward pupils is one of the main points implied and stated throughout this series. A positive attitude of teachers toward disadvantaged pupils has a positive influence on the pupils' performance. If it can be firmly established through research that teachers from similar cultural and/or ethnic backgrounds have a potential or automatic effectiveness when working with disadvantaged children, then more disadvantaged pupils should be encouraged to enter the teaching profession. More of them should be encouraged to enter teaching, anyway.

These are some of the questions that research can answer about the kind of teachers needed. The answers to these questions will improve the education of culturally disadvantaged pupils.

In the meantime, colleges and universities must continue to train teachers for culturally disadvantaged pupils. Up to the present time, colleges and universities have not done a very good job in preparing these teachers because so much is not known. Still, programs for training teachers of disadvantaged pupils could be better. Enough is known about teaching disadvantaged pupils to improve teacher training programs--many of the "tools for success" are known, for example. Few successful teachers of disadvantaged pupils give their teacher training program as reasons for success.

For one thing, most college and university training programs are oriented toward training teachers for middle-class children. Teacher trainees are taught how to translate a middle-class curriculum to middle-class pupils with methods and techniques that appeal to middle-class pupils. Often, practice teaching is done in a school that has a middle-class population. Teachers who have gone through this kind of program are not prepared for the task they face when they go into the inner-city schools, the "difficult" schools, or the "target area" schools, or whatever else the schools having disadvantaged pupils are euphemistically called.

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[1]D. Gottlieb, "Teaching and Students: The Views of Negro and White Teachers," Sociology Education, 37:345-53.

Another reason teacher training programs are inadequate for preparing teachers for disadvantaged pupils is that, too often, college and university instructors have had little or no experience themselves with culturally disadvantaged pupils. Some ways must be found to involve more of the successful teachers of disadvantaged pupils in teacher training programs; usually, these teachers are involved in teacher training only when they have practice teachers. Their involvement is too limited considering the seriousness of the problem of training teachers and the valuable contributions these successful teachers can make in meeting the problem.

Most teachers come from a middle-class background that has not brought them into contact with the culture of deprivation. This, coupled with a teacher training program that perpetuates a lack of contact with disadvantaged pupils, ensures inadequate preparation and unfamiliarity with the situation most new teachers face in schools having disadvantaged pupils. Yet, the greatest number of vacancies in the large cities (where the problem of educating disadvantaged pupils is acute) exists in these schools. Fortunately, many colleges and universities--particularly those located in large cities--have recently begun programs that specifically train teachers for disadvantaged pupils. Some of these special training programs are very good. They incorporate a great deal of what is known about teaching disadvantaged pupils in their curricula and they give the trainees valuable experience in working with disadvantaged pupils during the practice teaching semester. More of these kinds of programs need to be started.

Because so many of these programs are new, their effectiveness is not generally known. More research needs to be conducted to determine exactly how effective these programs are in preparing teachers for disadvantaged pupils, and just what makes these programs effective. This kind of research can give direction for setting up additional programs and improving existing programs.

The whole range of questions of what makes a good teacher for disadvantaged pupils and how good teachers are made is complex. These questions can, however, be answered through research. At least, better answers than are now available can be provided through increased research. Certainly, the education of culturally disadvantaged pupils will not improve on a vast scale until more answers are provided.

Programs

What are the most important characteristics of culturally disadvantaged pupils to consider when planning instructional programs?

Instructional programs for disadvantaged pupils are often planned on the basis of what is to be taught instead of who is to be taught. Because of the nonachievement of disadvantaged pupils in subject areas, there is a preoccupation with subject and content rather than with children. This is in spite of what educators say or imply in such clichés as "the whole child"

and "the child-centered curriculum." The proof that educators usually operate contrary to what they actually say is the inappropriateness of the curriculum and the phenomenal lack of success of culturally disadvantaged pupils with the curriculum. For example, the process of reading is analyzed to determine the most logical way to present these subjects. This analysis is important, but more important is the nature of the pupil to be taught. Thus, more consideration should be given to the nature of disadvantaged pupils when planning instructional programs. Research has fairly established the nature, or characteristics, of culturally disadvantaged pupils. There is still more to be uncovered, especially in the area of the learning style of these pupils. But research has tended to concentrate on describing culturally disadvantaged pupils while neglecting the question of the kinds of instructional programs appropriate for these pupils. The point is, there is a great deal known about the characteristics of culturally disadvantaged pupils; yet, this knowledge does not provide primary guidance in planning instructional programs. Instead, subject matter is broken down into smaller and smaller parcels to be presented at slower and slower paces. This kind of approach seems to imply that the summary of the characteristics of disadvantaged pupils indicates that they can digest the curriculum menu in smaller morsels. Perhaps, the menu needs to be changed.

A question for research is: Which characteristics are important for instructional planning and are some characteristics more important than others? In Unit Two the general characteristics of culturally disadvantaged pupils were listed. In summary these general characteristics are:

Rural backgrounds	Poor self-concept
Economic poverty	Aggressiveness
Experiential lack	Different value systems
Inheritance of poverty	Different language systems
Feeling of rejection	Negative environment

These general characteristics should be the basis for research to determine the kinds of instructional programs that are appropriate. In other words, these characteristics should guide the research on what is to be taught. The research on the learning style of culturally disadvantaged pupils (discussed above) will indicate how to teach them.

What changes are needed in the schools and the curriculum to improve the education of culturally disadvantaged pupils?

This question is intrinsically a part of the previous question, and many of the answers to this question have been attempted and will be attempted throughout this series. Research, however, must provide most of the answers. The majority of educators agree that the school, and the curriculum, must be changed (again, in spite of their consistent resistance to change to "meet the needs of the disadvantaged child"--this is the cliche used to indicate the inappropriateness of the middle-class oriented curriculum). Along with this, most educators would accept the statement made in Unit One, "since the school can't change the background of the disadvantaged pupil it has to . . . accept the child and change the curriculum." The

changes that must be made will fit the background of disadvantaged pupils so that learning is facilitated, but the changes should not fit disadvantaged pupils to their background (the tendency of some programs for disadvantaged pupils to make these pupils satisfied with the culture of deprivation and adjusted to it will be discussed in Unit Six). In other words, the curriculum must be changed to change the pupils. More research is needed in this area for guidance.

Conclusion

At the beginning of this section, three general areas for further research were suggested: pupils, teachers, and programs. This discussion was made for the sake of simplicity. The questions posed under these three divisions, however, cannot be isolated or compartmentalized so easily. They spill over into each other and they are interrelated. Thus, many of these questions should be investigated simultaneously. For example, research to find out what makes a good teacher and research to improve teacher training programs are inseparable; research on characteristics and learning style of culturally disadvantaged pupils and research to plan better instructional programs for these pupils must be conducted concurrently and cooperatively.

This section on research has not listed all the questions that need to be answered--just a few of the most significant ones have been listed. Until all the questions pertaining to teaching culturally disadvantaged pupils are answered, teachers must do the best they can on what is known--and there is a great deal that is known about this problem. Finally, teachers can obtain answers to many of the questions on their own; the ultimate purpose of this series is to help teachers do this.

PART III: GETTING TO KNOW CULTURALLY DISADVANTAGED PUPILS

Identifying Culturally Disadvantaged Pupils

Identifying the culturally disadvantaged pupil in schools that have a majority of disadvantaged pupils is not a great problem. Identification is made easy by the high density of pupils and the many manifestations of deprivation resulting from high density. When schools are located in a neighborhood overwhelmingly populated by culturally disadvantaged families, the problem may be identifying the pupil who is not disadvantaged. On the other hand, identifying the culturally disadvantaged pupil in schools not located in disadvantaged neighborhoods sometimes can be a problem, especially if the number of disadvantaged pupils in these schools is small. Because of their generally low achievement, disadvantaged pupils can inaccurately be identified as ordinary slow learners. This kind of inaccurate identification has been made too often in the past, and disadvantaged pupils have been given programs and materials and have been taught by methods that are inappropriate to the cause of their nonachievement.

The problem of identifying culturally disadvantaged pupils is easier in elementary schools than in junior and senior high schools. One reason for this is that the cultural and/or social classes of elementary school populations are more homogeneous than are the cultural and/or social classes of secondary school populations. The larger attendance boundaries of secondary schools often encompass neighborhoods of varying cultural and social classes, and the population of secondary schools are usually more heterogeneous. Identifying the culturally disadvantaged pupil becomes more difficult in this kind of situation. Another reason for the more difficult identification of culturally disadvantaged pupils in secondary schools is that the teacher-pupil relationship is usually not as intimate at the secondary level as it is at the elementary level. Thus, identifying the disadvantaged is more difficult. In addition, secondary disadvantaged pupils may have learned to hide their deprivation through a quiet withdrawal from the mainstream of school and classroom activities and participation. This is particularly true if the disadvantaged pupils are a minority in the school population.

Finally, ease in identifying culturally disadvantaged pupils is related to the degree of their deprivation. In Unit Two it was pointed out that all disadvantaged pupils are not disadvantaged to the same degree. Obviously, the greater the degree of deprivation, the easier it is to identify the culturally disadvantaged pupil.

The discussion of culturally disadvantaged pupils in the first four units (especially general characteristics--Unit Two) described these pupils,

and identifying them can be made on the basis of this discussion. There are some additional specific points that can be inferred from this discussion that will help teachers to identify culturally disadvantaged pupils. Among these are:

1. Limited experiential background--a lack of quality experiences which facilitate learning.

2. Transiency--disadvantaged pupils have a high frequency of residential changes and school transfers. (It is not uncommon for some elementary schools in disadvantaged areas to turn over the whole school population in one year or less.)

3. Poor attendance--their attendance patterns are often irregular; they have many short-term or one-day absences.

4. Poor health--poor health contributes to poor attendance. Disadvantaged pupils are generally not as healthy as middle-class children; they particularly need dental care. Part of their poor health is due to inadequate diets--not enough food, poor selection of foods (disadvantaged children often walk to school in the morning drinking soda pop and eating potato chips or candy). Other contributors to poor health: unsanitary living conditions, congenital defects, lack of rest, etc.

5. "Door key children"--disadvantaged children often wear door keys around their necks because their mothers work. (Too often, the mothers are the sole support of the family.)

6. Information from other school personnel--the school nurse, attendance officer, the school administrators, and classroom teachers are valuable sources who can give information to help identify particular disadvantaged pupils.

Finding Out About Culturally Disadvantaged Pupils--Avenues to Understanding

The gap between middle-class teachers and culturally disadvantaged pupils has been pointed out many times. This gap is more than simply a social class difference. The social class dichotomy is descriptive; but after the social classes of teachers and pupils have been described, what does the description really tell about the significance for teachers to understand culturally disadvantaged pupils or ways to acquire this understanding? And teachers must understand these pupils to teach them. In other words, social class differences tell nothing about the dynamics of the teaching-learning process. When this process is considered, however, the gap that separates middle-class teachers and culturally disadvantaged pupils becomes significant.

Teachers repeatedly report the inadequacy of their preparation for teaching culturally disadvantaged pupils. The most common complaint of teachers, especially new teachers, is that they don't understand these pupils. Research is the most promising avenue to provide teachers with answers that will increase their understanding (and, subsequently, their teaching effectiveness) of culturally disadvantaged pupils. There are other avenues to understanding, however, that teachers themselves can take. Some of these avenues to understanding are discussed in this section.

The most obvious avenue to understanding is reading--this is implied in the promise of research. Other avenues are: workshops and college courses in teaching the disadvantaged; observing and interviewing culturally disadvantaged pupils; and, drawing on the community of disadvantaged pupils for information.

Reading

The bibliographies included with each of the units in this series list many references that can help teachers to understand disadvantaged pupils. Further, many of these references include bibliographies on the problems of teaching disadvantaged pupils. The literature on culturally disadvantaged pupils included in the bibliographies here and elsewhere is such an obvious means to understanding that it needs only a mention.

There is another kind of literature, however, that is not often referred to in bibliographies on teaching disadvantaged pupils, and this is the literature produced by artists--novelists, playwrights, poets. The literature produced by the social scientists, the psychologists, and the educators primarily stimulates the intellect to attain understanding. This is only one way reading helps teachers understand disadvantaged pupils. The literature produced by artists, however, is a different kind of stimulation--it is an emotional stimulation. Often, understanding is increased if one is caused to have an emotional response. Thus, to really understand culturally disadvantaged pupils (and ethnic groups) teachers must feel some of the problems, some of the pains, some of the frustrations and alienation of disadvantaged people. This kind of experience can be had vicariously from reading works of art.

Artists bring disadvantaged people alive. Their problems and situations are dramatized, and through dramatization others gain a deeper and different kind of understanding than they gain through reading studies, reports, statistical graphs and charts, textbooks, and SRA teacher extension series. It is not suggested that works of art provide a better understanding of disadvantaged people; rather, works of art provide depth and balance to understanding.

For example, Lorraine Hansberry's play, A Raisin in the Sun, presents an authentic picture of a Negro family. This play particularly depicts the matriarchal dominance of some Negro families, and the aspirations of

many Negro families to make a better life. Even the language of the play captures the flavor of the urban Negro dialect. Claude Brown's novel, Manchild in the Promised Land, is another example of a work of art that can help teachers understand the plight of disadvantaged pupils. This novel particularly describes the negative environmental forces that threaten to or succeed in destroying disadvantaged youngsters. The writings of James Baldwin articulate the alienation of Negroes; Langston Hughes particularly captures the humor and dreams of Negroes in his poetry and Jesse B. Simple stories.

Other examples of literary works that give depth to understanding the disadvantaged and ethnic groups are: Children of Sanchez (this work is really an anthropological study of a Mexican family--however, the story is told in the words of the Sanchez family and it is included here, with works of art, because of its strong emotional appeal and the beauty of the narratives); the stories of Jesse Stuart; Tobacco Road, by Erskine Caldwell; Up from Puerto Rico, by Helen Padilla (this is another descriptive study that fits in the classification of works of art); West Side Story; John Steinbeck's classic novel, Grapes of Wrath, takes the reader into the life of a poverty-stricken family. Steinbeck has also written shorter works that portray the lives of disadvantaged Mexican-Americans in California.

These works, and others, are a different approach to understanding disadvantaged groups, ethnic groups, and subcultures than the approach of empirical or strictly descriptive writings.

Workshops, In-service Training, and College Courses

Another avenue to understanding culturally disadvantaged pupils is in-service college and university courses. The informal exchange of information among teachers has been mentioned above. This is a kind of unstructured in-service training program (and a valuable one) that is continually carried on in schools. School districts, however, increasingly are conducting formalized structured workshops and in-service programs to help teachers understand disadvantaged pupils and improve instruction for these pupils. Many of these programs conducted by school districts are particularly valuable, because they deal with the problems that are most pressing and common to a specific group of teachers. Also, these programs are usually conducted by experienced teachers who have an understanding of disadvantaged pupils and the ability to transmit this understanding to others.

Another kind of in-service program is college and university courses in understanding and teaching disadvantaged pupils. Some of these courses, particularly some offered by colleges and universities located in large urban areas, are very helpful. Usually, college and university courses are not as specific as in-service programs conducted by school districts. This may, or may not, be a weakness of college and university courses on the culturally disadvantaged. One sure weakness of many of these courses, however, is that they often stress general understanding of the culturally disadvantaged, and the instructors, too often, do not have direct, personal, or recent classroom experience with culturally disadvantaged pupils.

Probably the most valuable kind of in-service program for understanding culturally disadvantaged can be conducted by individual schools through regularly scheduled meetings of the faculty (this has been suggested, above). At these meetings, experienced teachers can share their understanding of disadvantaged pupils with other teachers. Also, persons from the community such as ministers, merchants, community leaders, and ordinary parents who have valuable information to give teachers, can be invited to share information. This is a legitimate function that persons from the community can perform to bring school and community closer together in meeting the common problem of educating children. The particular advantages of in-service programs of individual schools is that the specific interests of the faculty can be dealt with easily, and persons from the community in which the school is located can be invited to speak to the faculty.

The Classroom

Observing disadvantaged pupils in the classroom is another obvious way to understand them. Greater understanding of these pupils and effective ways of working with them can be inferred from observation.

For example, teachers should note how disadvantaged pupils participate in class discussions and how they react to differences of opinions. Often, disadvantaged pupils are unable to conduct constructive discussions, particularly discussions that examine opposing points of view, because they become increasingly aggressive as discussion progresses. Classroom discussions turn into verbal combat instead of a search for truth. Their pattern of discussion gives a clue to teachers in the ways to structure classroom discussions in order to avoid verbal combat; classroom discussions often must be channeled through the teacher, instead of occurring between one pupil and another, particularly when there is likely to be strong differences of opinion on a topic. This kind of behavior during discussion also reflects the aggressive nature of disadvantaged pupils that can erupt during any situation.

Class discussions, however, reveal much more than clues to structuring discussions and the aggressiveness of disadvantaged pupils. Frequently, the pupils reveal a great deal of information about themselves and their situation during discussions that help teachers to understand them. Too often, some teachers miss this opportunity for understanding the pupils because they expect disadvantaged pupils to respond to topics according to middle-class norms or to their own (the teachers') expectations. When disadvantaged pupils respond according to their own experiences and point of view, these teachers cut the pupils off by telling them their responses are incorrect, or the teachers miss the opportunity to learn about the pupils by coaxing pupils to respond in the expected way. The pupils soon learn to expect this and many of them refuse to volunteer their remarks; others learn to play the game of telling the teacher what he wants to hear. Instead of cutting the pupils off during discussions or attempting to force them into the expected middle-class response, teachers should permit the pupils to respond to topics according to the pupils' experience and orientation.

When teachers listen, these pupils often reveal information that leads teachers to a greater understanding of them. For example, during a discussion of the police as community helpers (in elementary schools) or protectors of the interests of society (in secondary schools) the opinions of disadvantaged pupils on this topic reveal their attitudes, understanding, and misconceptions about the police. The area of police relationship is crucial and serious in disadvantaged communities, and a discussion of the police reveals the causes of friction and conflict (real and imagined) between disadvantaged communities and the police. An understanding of this conflict must precede mitigation of the conflict, and the school has a necessary role in the mitigation. Therefore, teachers should listen to learn. Another example of a frequently discussed topic in classrooms that helps teachers in understanding disadvantaged pupils and the culture of deprivation is the general topic of family structure and/or intra-family relationships (particularly, the role of individuals in the family). This topic not only helps teachers to understand the disadvantaged family, but it can often point out the wide gap between the role expectations of members in the disadvantaged family and the role expectations of members in the middle-class family (or the dominant culture). For instance, disadvantaged secondary pupils often reveal a relationship between males and females that is detrimental to family stability (fighting is expected and accepted between husbands and wives; husbands should keep most of the money for themselves, since they work for it; infidelity is the rule, rather than the exception). Disadvantaged elementary pupils reveal equally shocking conceptions of family structure and/or family relationships (particularly, a basic understanding of the family as a unit). A final example of a topic that helps teachers understand disadvantaged pupils and their culture is the broad area of values. The difference between their value system and the value system of the dominant culture is evident during discussions on topics that specifically deal with values or imply values.

The point being made here is that teachers can use discussion periods not only to teach pupils, but to learn something themselves about the pupils they are teaching. Too often, teachers are so interested in getting the content across or listening for the expected "correct" response that they don't hear what the pupils are saying. Specifically, they don't note what the pupils' remarks say about the culture of deprivation.

Another observation teachers should make is the way disadvantaged pupils respond to specific activities and subject matter. Positive responses, of course, help teachers to understand the kinds of activities and subject matter that facilitate learning. Positive responses, also, tell teachers much more: they often give teachers insight into some of the needs of disadvantaged pupils. For example, Negro pupils are often extremely attentive whenever classroom discussions or materials deal with the problems of Negroes in American history. This kind of positive response (attentiveness) suggests that this topic satisfies a greater need for these pupils than merely a need for information. Perhaps, this kind of response suggests the pupils' need for identity or their "ethnic worth" or their need for a positive self-concept. Mexican-American students often exhibit the same kind of intensive attention whenever their cultural heritage is discussed.

The kinds of books and reading material pupils select themselves help teachers make similar implications of the pupils' needs. Disadvantaged pupils

(like all other pupils) sometimes select reading materials that provide information to meet specific needs, and their selection gives teachers greater understanding for meeting these needs in other activities.

Other ways within the classroom that can help teachers understand disadvantaged pupils are: noting what the pupils talk about among themselves; having pupils fill out questionnaires pertaining to their interests, aspirations, or information relevant to conducting an effective instructional program; keeping anecdotal accounts of individual pupils and/or the class (these accounts often reveal recurrent incidents that establish definite patterns); examining the school records of pupils and noting the consistency of agreement on particular indexes (for example, the declining IQ score, the number of illegitimate pupils, the birthplaces of pupils and their parents, give additional understanding of disadvantaged pupils).

Finally, one of the easiest ways for teachers to understand disadvantaged pupils is for teachers to ask the pupils questions. In other words, if teachers want specific information that will help them to understand culturally disadvantaged pupils, why shouldn't they discreetly ask the pupils for this information? Within the classroom, there is no better source.

The Community

The surrounding community of the school is another source for understanding disadvantaged pupils. Observing the people and their activities; seeing the buildings as compartments of poverty, not as dismal facades of some abandoned movie set (which they resemble); even visiting the people who live behind the facades; attending the meetings of community organizations; reading community newspapers; and inviting individuals from the community to speak to the faculty are some of the ways the community can be used to provide greater understanding of disadvantaged pupils.

In Unit Two, it was pointed out that teachers usually take the most direct route to school, and they rarely see the totality of the ugliness of disadvantaged communities or the drama of life that is acted out daily on the streets of disadvantaged communities. It is surprising how much one can learn from just a casual tour through a disadvantaged community--the kind of casual tour that one can take on the way home from school. The few extra minutes it takes to drive through the community is worth the increased understanding of the pupils who come to the school from the community.

There are some specific things teachers should notice when driving through a disadvantaged neighborhood. For example, the unusual number of taverns and liquor stores shows that many parents spend too much money on liquor. The welfare of their children is sacrificed for a temporary escape from the depressing situation. Also, teachers should notice the many small crowds of men huddled on street corners and engaged in activities that do nothing about filling family pocketbooks. These men are on the corner because there is no place to go (unemployment is as high as one-third

of the male population of disadvantaged communities in many areas of the country). These idle men certainly dull the aspirations of disadvantaged pupils, and the role identification they present to boys is contrary to the role expectations of the dominant culture. When one thinks of these idle men as parents, the effect of their idleness on the well-being of their children is dramatically realized.

Teachers should also note the incredible amount of activity that occurs on the streets of many disadvantaged neighborhoods. In warm weather, living seems to burst out of the crowded walls of slum tenements or shoddy shanties and flood the streets with activity. This extended living pattern from inside to outside suggests a possible explanation of why disadvantaged pupils find the classroom so confining. There are many other inferences that can be made from observing the activity of the street. For instance, teachers should note the young age that children are permitted to play without adult supervision; the type of play of the younger children, and the activities of the older boys and girls; the expressions of some of the people who are out in the streets; the absence of activities that embellish living rather than just sustain living. All of these activities, and others, that teachers can observe on the streets of disadvantaged communities help them to understand the pupils from these communities a little more.

While driving through these communities, teachers should also listen to the voices of the people, particularly the kind of language the people use. Specifically, teachers should note the noise level and the nonstandard language or foreign language of disadvantaged communities. The noise level of the voices is necessitated by the noisy environment and the density of people, and it has implications for the school program. Disadvantaged pupils may learn <u>not to listen</u>; or they may learn not to distinguish meaningful sounds. The different language systems (nonstandard dialects of English or foreign language) used in disadvantaged communities also have implications for the school program. For example, the universality of a particular language system in a disadvantaged community indicates that the school has an impossible task in trying to force pupils to give up the language of their community; also, schools have a difficult task in trying to overcome the constantly reinforced conflicts these language systems impose on instruction in standard English (what to do about this apparent dilemma will be discussed in Unit Seven).

Up to this point, the observation of the people in the community has been suggested as a way to infer understanding of disadvantaged pupils. Teachers can infer understanding from the physical aspects of the community also. The incredible ugliness of disadvantaged communities helps teachers understand the need to provide a pleasant school environment; the physical chaos of these communities helps teachers understand the pupils' need for order in the school environment; the crowded conditions of slums help teachers understand that disadvantaged pupils should have at least the desk at school as their own "private property."

The physical condition of some disadvantaged communities is so bad that the communities seem unreal. One has to force oneself to believe that people really do call these places home. If teachers realize this, then they can understand that disadvantaged pupils expect the school to be

a positive environment. If the school reflects the negative environment of the surrounding community, then some of those behavioral patterns operative in the surrounding community that might be left outside the school are brought inside the school--and many of these patterns are detrimental to learning.

In summary, there is much to be learned about disadvantaged pupils from a casual tour of the community. All it takes is a few extra minutes, just ten extra minutes a day for five days--fifty minutes in one week--will probably provide a complete tour of most communities.

Another kind of tour of disadvantaged communities that can be taken is a walking tour. This kind of tour should be taken, of course, during daylight and, preferably, with others. Much of the literature on the culturally disadvantaged recommends the kinds of community visits that are recommended here; seldom, however, does the literature warn teachers of the dangers in disadvantaged communities. The sad fact is, many of these communities are not safe for strangers--they aren't even safe for the people who live in them. Disadvantaged communities invariably have the highest crime rates. Thus, teachers should use common sense about walking around these communities when making short tours or visiting homes. Driving is a much safer way of traveling through disadvantaged communities. If teachers can be accompanied by pupils while walking it will be safer. Pupils are also good tour guides: they can point out things that might be missed, and they can interpret and answer questions.

Making visits to community organizations, especially the churches, is another way to increase understanding of the pupils. Some disadvantaged communities have community organizations that will welcome teachers. In many instances, however, the church is the only real community organization. The churches are easy to visit, too. All teachers have to do is find out where they are and attend services. These churches never turn away visitors. In fact, teachers are likely to be treated as honored guests and they may even be asked to say a few words to the congregation. The services of many of the churches disadvantaged Negroes and Appalachians attend are unstructured and flexible, and they permit this kind of thing. In case an invitation is preferred rather than just visiting the church on one's own, all a teacher has to do is tell the pupils that he would like to attend a church service or a special church program. This will not be considered an imposition or forward action (a different set of values is operative in this case) and the pupils will be glad to extend an invitation. The teacher who asks for an invitation probably will receive several invitations.

Visiting the churches in disadvantaged communities is good public relations for the school, in addition to providing greater understanding of the people. Teachers can meet and talk with parents on the parents' home ground. Often, disadvantaged parents are much more communicative away from the school, and they will be pleased at the interest in their children a church visit implies.

Many disadvantaged communities publish newspapers and teachers can learn a great deal about the community from reading them. In addition, there are newspapers published for Negro, Mexican-American, and Puerto Rican populations of many cities. These newspapers are good sources for teachers to

learn about these ethnic groups. Of course, a newspaper printed in Spanish is not very helpful if one doesn't know how to read Spanish; but Negro newspapers are printed in English and they contain much valuable information that can help teachers understand the Negro population, especially the integration goals of Negroes and the attitude of Negroes toward the dominant culture. When reading a Negro newspaper, however, there is something the "outsider" should be aware of: the reports of scandals, the wild headlines, the exciting leads, and the disproportionate space on crimes are the "come on" to get people to buy the newspaper. They also tell a great deal about the unfortunate condition of many Negro communities in the city they serve. But the real source for understanding Negroes is not the "come on"; the real source for understanding is on the editorial page and on the pages for feature articles. These pages can give an outsider an inside view of the grievances, the aspirations, the goals, and the needs of the Negro population. Often, the writing is good and the views expressed are a consensus. Reading the Negro newspaper is probably the easiest way to learn something about the Negro population in a city.

Inviting individuals from the community to speak to the faculty is a suggestion that was made above for an in-service training activity. It is mentioned, again, as another way the community can furnish understanding.

Finally, teachers can visit the homes of disadvantaged pupils. Home visits provide the most intimate understanding (home visits will be discussed in Unit Six, Part II, "Working with Disadvantaged Parents").

In this section, some of the avenues to understanding culturally disadvantaged pupils have been discussed. These are practical ways of acquiring understanding to increase teacher effectiveness. In summary, teachers can find out about disadvantaged pupils through reading (nonfiction and fiction), taking in-service and college courses, observing pupils in the classroom, and using the community as a source for understanding.

SUMMARY OF IMPORTANT POINTS

1. Differences between groups of culturally disadvantaged pupils, and differences between culturally disadvantaged pupils and other pupils, are educationally significant.

2. Research has a primary role in answering the question, "How can culturally disadvantaged pupils be educated?"

3. Classroom teachers should become increasingly involved in research on educating culturally disadvantaged pupils.

4. Classroom teachers should keep abreast of research on educating culturally disadvantaged pupils.

5. Culturally disadvantaged pupils in schools that have small disadvantaged populations are sometimes mistakenly classified as ordinary slow learners.

6. Pupils who are nonachievers because of cultural deprivation are a special type of slow learner.

7. Teachers can find out about culturally disadvantaged pupils and increase their understanding of these pupils through reading, taking courses, observing the pupils in the classroom, visiting their community, reading newspapers, inviting representatives from the community to speak at school, visiting the homes.

QUESTIONS FOR DISCUSSION

1. What are some of the ways teachers can contribute to the research effort needed on culturally disadvantaged pupils?

2. Examine the questions posed for research, and discuss possible answers to the questions.

3. Discuss possible ways these questions can be answered through research.

4. Suggest additional questions that must be answered by research to improve the education of culturally disadvantaged pupils.

5. Discuss the differences between slow learners who do not achieve because of limited innate mental capacity and slow learners who do not achieve because of cultural deprivation; what are the similarities?

6. What adjustments are needed in the curriculum, methods, and materials for the latter group (nonachievers because of cultural deprivation)?

7. How will these adjustments differ from the adjustments needed for ordinary slow learners?

8. Suggest additional ways that teachers can find out about culturally disadvantaged pupils.

9. Suggest additional writings by artists that help teachers understand the culturally disadvantaged.

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